

MCO 1510.69B
Individual Training Standards (ITS) System
for

FORMAL SCHOOL
FACULTY

Signed 26 Oct 98

T. S. Jones

By direction



Maximize the Common Ground Mini Viewer window to fill the screen. From the View menu, select the Table of Contents option and choose a level of "zoom." Navigate through the document pressing the PgUp and PgDn keys, using the Go To menu, or by double-clicking on a Table of Contents entry.

MARINE CORPS ORDER 1510.69B

From: Commandant of the Marine Corps
To: Distribution List

Subj: INDIVIDUAL TRAINING STANDARDS (ITS) SYSTEM FOR FORMAL SCHOOL FACULTY

Ref: (a) MCO 1553.1B
(b) MCO 1553.2
(c) MCO 1553.3

Encl: (1) Description of an Individual Training Standard
(2) Management of Individual Training Standards
(3) Summary/Index of Individual Training Standards
(4) Common Individual Training Standards
(5) Training Support
(6) Individual Training Standards

1. Purpose. To publish revised Individual Training Standards (ITS) at enclosures (1) through (6) for Formal School/Training Center Faculty.

2. Cancellation. MCO 1510.69A

3. Background

a. The references establish the system used to publish all training standards, provide policy, and assign training responsibilities, especially as applied to the Systems Approach to Training (SAT).

b. ITSs establish the training requirements for all Marines in the same occupational field (OccFld), Military Occupational Specialty (MOS), or billet. They provide a foundation upon which unit commanders and school directors build training packages for individual Marines as part of unit training plans or formal courses of instruction.

c. ITSs represent the skills that contribute to the unit mission as expressed in the Mission Performance Standards. Changes to doctrine or force structure or the introduction of new weapons or equipment may necessitate revision of this Order.

4. Summary of Revision. Significant changes have been made to this Order and it should be reviewed in its entirety. These changes have been closely coordinated with MCCDC and Formal School/Training Center representatives and have been made to more accurately reflect the current responsibilities of schoolhouse faculty. A fifth duty area, Manage Instruction, has been added for Formal School/Training Center Administrators.

5. Information. ITSs are used by unit commanders and school directors to design, develop, conduct, and evaluate the individual training of Marines. Unit commanders are responsible for the sustainment of all individual tasks that have been deemed, through analysis, to support the unit's Mission Essential Task List (METL). Unit commanders can, therefore, use the tasks contained in this Order as the basis of individual training through Managed On-the-Job Training (MOJT), instruction in unit level schools, or incorporation in their training plans. School directors will derive Terminal Learning Objectives (TLO) and Enabling Learning Objectives (ELO) from the tasks, conditions, standards, and performance steps of each associated ITS. Task lists

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reported by formal schools on Course Descriptive Data (CDD) submissions will consist of tasks contained in this Order that are designated for training at the appropriate level in the formal school.

6. Action

a. Commanding General, Marine Corps Combat Development Command (CG MCCDC)

(1) Ensure that all schools use this Order to train personnel to the standards required by grade and MOS.

(2) Ensure that the Marine Corps Institute (MCI) and the Training and Audiovisual Support Centers (TAVSC) provide standardized job aids and other training support requirements to facilitate training in units.

(3) Review, revise, and manage the upkeep of this Order in coordination with Operating Force and Supporting Establishment commanders and MOS/OccFld sponsors.

(4) Ensure the Combat Development Process identifies the impact on training, by MOS and ITS, of all new equipment.

(5) Ensure coordination with the Commander, Marine Corps Systems Command (COMMACORSYSCOM) to integrate the acquisition of new equipment into formal school training per the published ITSs.

b. Commanding Generals of the Marine Forces and Supporting Establishment Commands and Commanders of Separate Organizations not Commanded by a General Officer

(1) Use this Order as the basis for individual training.

(2) Conduct MOJT programs and/or instruction in unit level schools to satisfy initial, sustainment, and refresher training requirements in so far as the tasks support unit mission requirements.

7. Submission of Recommendations and Requirements. Recommendations concerning the content of this Order are invited. Submit recommendations for additions, deletions, or modifications to CG MCCDC (C461) via the chain of command.

8. Mobilization. All ITSs in this Order will remain in effect during mobilization.

9. Reserve Applicability. This Order is applicable to the Marine Corps Reserve.

T. S. JONES
By direction

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DESCRIPTION OF AN INDIVIDUAL TRAINING STANDARD

1. ITS Designator. Each ITS has a unique three-part identifier that represents the specific task, the duty area under which that task is included, and the MOS (or billet) with which it is associated. Each part is separated by periods. An example of an ITS Designator is 0311.02.08.

a. The first four positions ("0311" in the example above) represent the MOS or billet. For any ITS associated with an official MOS, the four digits must be identical to those assigned to the MOS in MCO P1200.7 (MOS Manual).

b. The middle two positions ("02" in the example above) represent the duty or functional area. Duty areas within a given MOS are assigned consecutive ascending Arabic numerals. Duty areas 1 through 9 are always preceded by a leading zero to allow for proper sorting. In the example above, "02" represents the second duty area under MOS 0311.

c. The last two positions ("08" in the example above) represent a specific task. Tasks within a specific duty or functional area are assigned consecutive ascending Arabic numerals. Tasks 1 through 9 are always preceded by a leading zero to allow for proper sorting. In the example above, "08" represents the eighth task within the second duty area under MOS 0311.

2. ITS Components. There are six basic components of an ITS, five of which are mandatory:

a. Task. The task describes a specific and necessary behavior expected of a Marine in a particular MOS or job. It is a clearly stated, performance-oriented action requiring a learned skill.

b. Condition(s). This portion of the ITS describes the equipment, manuals, assistance/supervision, special physical demands, environmental conditions, and location affecting a Marine's performance of the task under real-world circumstances.

c. Standard(s). This portion of the ITS describes the level of proficiency to which the individual must perform the task.

d. Performance Steps. Collectively, the performance steps represent the logical sequence of actions required of the Marine to perform the task to standard. These actions are typically detailed in the references.

e. References. References are doctrinal publications, technical manuals, and other publications upon which the ITS and its performance steps are based. They should be readily available and provide detail to the procedures that are only summarized in the performance steps.

f. Administrative Instructions (Optional). Administrative instructions provide the trainer/instructor with special required or recommended circumstances, including safety precautions, relating to the training or execution of the task. These instructions may also clarify the meaning of the task.

3. ITS Training

a. Initial Training Setting. All ITSs are assigned an Initial Training Setting that includes a specific location for initial instruction (Formal School or MOJT), level of training required at that location (Standard or Preliminary), a sustainment factor (number of months between evaluation or retraining to maintain the proficiency required by the standard), and a "Required By" rank (the lowest rank at which task proficiency is required).

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b. Training Materiel (Optional). Training materiel includes all training devices, simulators, aids, equipment, and materials (except ammunition and Marine Corps Institute (MCI) publications) required or recommended to properly train the task under the specified conditions and to the specified standard.

c. Ammunition (Optional). This section includes any ammunition, explosives, and/or pyrotechnics required for proper training of the ITS.

d. Current MCI(s) (Optional). This section includes a list of any currently available MCI publications designed to provide training related to this task.

ENCLOSURE (1)

MANAGEMENT OF INDIVIDUAL TRAINING STANDARDS

1. ITS Use

a. Formal school directors are responsible for reviewing all ITSs marked for initial training at the formal school. They must conduct courses of instruction on those ITSs appropriate for their student populations in terms of grade or rank. The task portion of each ITS taught in a given course must appear in the Task List (Item 24) of the CDD for that course. In accordance with SAT, a Program of Instruction (POI) must also be developed for the course.

b. ITSs provide measures of performance that can be used by unit commanders to diagnose individual deficiencies and design training. Noted deficiencies should be scheduled for remediation on training plans or through MQJT, as appropriate.

c. A Marine should continue to receive instruction on ITSs that support his unit's mission. Individual training cannot cease upon graduation from a formal school because formal schools cannot prepare every Marine to serve in every billet. Individuals should be given opportunities in the unit to gain experience and responsibility as quickly as possible.

2. ITS Maintenance

a. A relationship exists between ITSs and the threat to Marine forces. Changes in the threat often trigger corresponding changes in our weapons, equipment, or doctrine, which then necessitate producing new or updated training standards. Such action requires a team effort on the part of the operating forces, the formal schools, and staff agencies at both Headquarters, U.S. Marine Corps and the Marine Corps Combat Development Command (MCCDC).

b. ITSs are ultimately validated by unit commanders and school directors. Records of Proceedings (ROP) resulting from Course Content Review Boards (CCRB) conducted by formal schools are particularly well suited for recommending revisions. The ROP should contain a justification for each proposed addition, deletion, or change and should accompany any request to obtain authority to depart from the currently published ITSs. Unit commanders can recommend changes through participation in a school's CCRB or directly via the chain of command. Unless significant changes warrant earlier action, ITS orders are revised and republished on a 4-year cycle.

c. ITS management is a dynamic process involving user maintenance as the key to refining standards to best serve unit missions. ITS users should evaluate whether ITSs support or fail to support an MOS, and ITS components should be examined for realism and pertinence. Users are encouraged to submit recommended changes to published ITSs through the chain of command.

ENCLOSURE (2)

SUMMARY/INDEX OF INDIVIDUAL TRAINING STANDARDS

1. General. This enclosure is a summary listing of all ITS tasks grouped by MOS and Duty Area.
2. Format. The columns are as follows:
 - a. SEQ. Sequence Number. This number dictates the order in which tasks for a given duty area are displayed.
 - b. TASK. ITS Designator. This is the permanent designator assigned to the task when it is created.
 - c. TITLE. ITS Task Title.
 - d. FS. Formal School. A mark appears in this column when the Formal School is designated as the initial training setting. An "S" indicates the task is taught to "standard" at the formal school. A "P" indicates that the formal school provides only "preliminary" instruction and it is up to the unit to provide follow-on MOJT instruction to teach the task to standard.
 - e. MOJT. Managed On-The-Job Training. An "S" appears in this column when MOJT is designated as the initial training setting. Instruction is always to "standard."
 - f. MCI. Current MCI Publication(s). An "X" in this column indicates that at least one MCI publication addresses this task. Consult enclosure (6) for details.
 - g. SUS. Sustainment Training Period. An entry in this column represents the number of months within which the unit is expected to train or retrain this task to standard provided the task supports the unit's METL.
 - h. REQ BY. Required By. An entry in this column depicts the lowest rank required to demonstrate proficiency in this task.
 - i. PAGE. Page Number. This column lists the number of the page in enclosure (6) that contains detailed information concerning this task.

SEQ	TASK	TITLE	FS	MOJT	MCI	SUS	REQ BY	PAGE
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MOS 9806, Formal School Faculty

DUTY AREA 01 - DESIGN INSTRUCTION

1)	9806.01.01	CONDUCT A LEARNING ANALYSIS	S		6	SSgt	6-A-1
2)	9806.01.02	DEVELOP LEARNING OBJECTIVES	S		6	SSgt	6-A-1
3)	9806.01.03	DEVELOP TEST ITEMS	S		6	SSgt	6-A-2
4)	9806.01.04	DETERMINE INSTRUCTIONAL METHODS	S		6	SSgt	6-A-3
5)	9806.01.05	DETERMINE INSTRUCTIONAL MEDIA	S		6	SSgt	6-A-3
6)	9806.01.06	SEQUENCE LEARNING OBJECTIVES	S		6	SSgt	6-A-4

DUTY AREA 02 - DEVELOP INSTRUCTION

1)	9806.02.01	DEVELOP COURSE STRUCTURE	S		12	SSgt	6-A-6
2)	9806.02.02	CONSTRUCT A TEST	S		12	SSgt	6-A-6
3)	9806.02.03	DEVELOP A CONCEPT CARD	S		12	SSgt	6-A-7
4)	9806.02.04	DEVELOP A LESSON PLAN	S		12	SSgt	6-A-7
5)	9806.02.05	DEVELOP INSTRUCTIONAL MEDIA	S		12	SSgt	6-A-8

ENCLOSURE (3)

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SEQ	TASK	TITLE	FS	MOJT	MCI	SUS	REQ BY	PAGE
6)	9806.02.06	VALIDATE INSTRUCTION	S			12	SSgt	6-A-8
7)	9806.02.07	PRODUCE REQUIRED COURSE DOCUMENTATION	S			12	SSgt	6-A-9
<u>DUTY AREA 03 - IMPLEMENT INSTRUCTION</u>								
1)	9806.03.01	PREPARE FOR INSTRUCTION	S			6	Cpl	6-A-10
2)	9806.03.02	CONDUCT A LESSON	S			6	Cpl	6-A-10
3)	9806.03.03	ADMINISTER TESTS	S			6	Cpl	6-A-11
<u>DUTY AREA 04 - EVALUATE INSTRUCTION</u>								
1)	9806.04.01	CONDUCT COURSE EVALUATION	S			12	SSgt	6-A-12
2)	9806.04.02	ANALYZE EVALUATION DATA	S			12	SSgt	6-A-12
3)	9806.04.03	CONDUCT COURSE CONTENT REVIEW BOARD (CCRB)	P			12	SSgt	6-A-13
<u>DUTY AREA 05 - MANAGE INSTRUCTION</u>								
1)	9806.05.01	IMPLEMENT A STAFF/FACULTY DEVELOPMENT PLAN	P			12	GySgt	6-A-14
2)	9806.05.02	EMPLOY TRAINING MANAGEMENT SYSTEMS	P			12	GySgt	6-A-14
3)	9806.05.03	IMPLEMENT THE SYSTEMS APPROACH TO TRAINING (SAT)	P			12	GySgt	6-A-14

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COMMON INDIVIDUAL TRAINING STANDARDS

DOES NOT APPLY TO THIS ORDER.

ENCLOSURE (4)

TRAINING SUPPORT

1. This enclosure summarizes four categories of training support by ITS for the entire OccFld:

Appendix A: Training Materiel

Appendix B: Current MCIs

Appendix C: Ammunition, Explosives, and Pyrotechnics

Appendix D: References

2. If support identified in any appendix is not applicable to this OccFld, the appendix will include a statement to that effect.

ENCLOSURE (5)

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TRAINING MATERIEL

DOES NOT APPLY TO THIS ORDER.

Appendix A to
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CURRENT MCI PUBLICATIONS

DOES NOT APPLY TO THIS ORDER.

Appendix B to
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AMMUNITION, EXPLOSIVES, AND PYROTECHNICS

DOES NOT APPLY TO THIS ORDER.

Appendix C to
ENCLOSURE (5)

REFERENCES

1. General. References are doctrinal publications, technical manuals, and other publications upon which an ITS and its performance steps are based. They should be readily available and provide the detailed procedures for accomplishing the task. This section includes a list of all reference publications associated with any task in this OccFld.

2. Format. The columns are as follows:

a. REFERENCES. This column summarizes all references associated with at least one ITS task in this OccFld.

b. TASK NUMBERS. A listing of all ITS tasks to which the corresponding reference is associated.

REFERENCES	TASK NUMBERS			
"Mastering the Delivery of Training" by Bob Powers, Jossey-Bass Inc., 1992	9806.05.01			
"Preparing Instructional Objectives" by Robert F. Mager, Lake Publishing Company, 1984	9806.01.02			
Air Force Manual (AFMAN) 36-2234: Instructional System Development	9806.01.01 9806.01.05 9806.04.01	9806.01.02 9806.01.06	9806.01.03 9806.02.05	9806.01.04 9806.02.06
Air Force Manual (AFMAN) 36-2236: Handbook for Air Force Instructors	9806.01.02 9806.03.01	9806.01.04 9806.03.02	9806.01.05 9806.03.03	9806.02.02 9806.04.02
Appropriate Individual Training Standard (ITS) Order (MCO 1510.xx)	9806.01.01	9806.01.02		
By-Name Assignment (BNA) Manual	9806.05.02			
Department of Defense (DoD) Military Handbook 1379-2: Instructional Systems Development/Systems Approach to Training and Education	9806.01.01 9806.01.05 9806.02.05 9806.04.01	9806.01.02 9806.01.06 9806.02.06 9806.04.02	9806.01.03 9806.02.02 9806.03.01 9806.05.03	9806.01.04 9806.02.04 9806.03.02
Marine Corps Automated Instructional Management System (MCAIMS) User's Manual	9806.01.01 9806.01.05	9806.01.02 9806.02.03	9806.01.03 9806.02.07	9806.01.04 9806.05.02
Naval Education and Training Command: Navy School Management Manual (NAVEDTRA 135)	9806.05.01			
Naval Education and Training Command: Task Based Curriculum Development Manual (NAVEDTRA 130A)	9806.02.02			
Systems Approach to Training (SAT) Guide	9806.01.01 9806.01.05 9806.02.03	9806.01.02 9806.01.06 9806.02.04	9806.01.03 9806.02.01 9806.02.05	9806.01.04 9806.02.02 9806.02.06

Appendix D to
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REFERENCES

TASK NUMBERS

9806.02.07	9806.03.01	9806.03.02	9806.03.03
9806.04.01	9806.04.02	9806.04.03	9806.05.03

Training Input Plan (TIP)

9806.05.02

Appendix D to
ENCLOSURE (5)

INDIVIDUAL TRAINING STANDARDS

1. General. This enclosure contains all of the ITSs for this OccFld, grouped by MOS. Each MOS is contained in a separate Appendix to Enclosure (6).
2. Format. For each ITS, the following elements of information are provided:
 - a. TASK. The task describes a specific and necessary behavior expected of a Marine in a particular MOS or job. It is a clearly stated, performance-oriented action requiring a learned skill.
 - b. CONDITION(S). This portion of the ITS describes the equipment, manuals, assistance/supervision, special physical demands, environmental conditions, and location affecting a Marine's performance of the task under real-world circumstances.
 - c. STANDARD(S). This portion of the ITS describes the level of proficiency to which the individual must perform the task.
 - d. PERFORMANCE STEPS. Collectively, the performance steps represent the logical sequence of actions required of the Marine to perform the task to standard. These actions are typically detailed in the references.
 - e. REFERENCES. References are doctrinal publications, technical manuals, and other publications upon which the ITS and its performance steps are based. They should be readily available and provide detail to the procedures that are only summarized in the performance steps.
 - f. ADMINISTRATIVE INSTRUCTIONS (Optional). Administrative instructions provide the trainer/instructor with special required or recommended circumstances, including safety precautions, relating to the training or execution of the task. These instructions may also clarify the meaning of the task.
 - g. INITIAL TRAINING SETTING. All ITSs are assigned an Initial Training Setting that includes a specific location for initial instruction (Formal School or MOJT), level of training required at that location (Standard or Preliminary), a sustainment factor (number of months between evaluation or retraining to maintain the proficiency required by the standard), and a "Required By" rank (the lowest rank at which task proficiency is required).
 - h. TRAINING MATERIEL (Optional). Training materiel includes all training devices, simulators, aids, equipment, and materials (except ammunition and Marine Corps Institute (MCI) publications) required or recommended to properly train the task under the specified conditions and to the specified standard. Mandatory items are preceded by an asterisk(*) .
 - i. AMMUNITION (Optional). This table, if present, depicts the ammunition, explosives, and/or pyrotechnics required for proper training of the ITS.
 - j. CURRENT MCI(S) (Optional). This section includes a list of any currently available MCI publications designed to provide training related to this task.

ENCLOSURE (6)

MOS 9806, Formal School Faculty

DUTY AREA 01 - DESIGN INSTRUCTION

TASK: 9806.01.01 CONDUCT A LEARNING ANALYSIS

CONDITION(S): With the aid of references and Subject Matter Experts (SME) and given an Individual Training Standard (ITS).

STANDARD(S): Per the SAT guide.

PERFORMANCE STEPS:

1. Gather materials.
2. Record ITS components.
3. Determine knowledge and skills for each performance step.
4. Group knowledge and skills into common areas.
5. Sequence groupings.

REFERENCE(S):

1. Air Force Manual (AFMAN) 36-2234: Instructional System Development
2. Appropriate Individual Training Standard (ITS) Order (MCO 1510.xx)
3. Department of Defense (DoD) Military Handbook 1379-2: Instructional Systems Development/Systems Approach to Training and Education
4. Marine Corps Automated Instructional Management System (MCAIMS) User's Manual
5. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (6) Req By (SSgt)

TASK: 9806.01.02 DEVELOP LEARNING OBJECTIVES

CONDITION(S): With the aid of references and given a completed learning analysis.

STANDARD(S): Per the SAT guide.

PERFORMANCE STEPS:

1. Determine behavior for the Terminal Learning Objective (TLO) based on the behavior in the task while considering schoolhouse limitations.
2. Determine behaviors for each Enabling Learning Objective (ELO) based on the groupings of knowledge and skills.
3. Determine schoolhouse condition for the task and each grouping.
4. Determine standard for the task and each grouping.

5. Combine task components from steps 1, 3, and 4 to create the Terminal Learning Objective (TLO).
6. Combine the components for each grouping in steps 2, 3, and 4 create each Enabling Learning Objective (ELO).
7. Sequence enabling learning objectives.
8. Assign alpha designators to Enabling Learning Objectives to ensure the numeric portion of the learning objective designator matches the task designator.
9. Record learning objectives.

REFERENCE(S) :

1. "Preparing Instructional Objectives" by Robert F. Mager, Lake Publishing Company, 1984
2. Air Force Manual (AFMAN) 36-2234: Instructional System Development
3. Air Force Manual (AFMAN) 36-2236: Handbook for Air Force Instructors
4. Appropriate Individual Training Standard (ITS) Order (MCO 1510.xx)
5. Department of Defense (DoD) Military Handbook 1379-2: Instructional Systems Development/Systems Approach to Training and Education
6. Marine Corps Automated Instructional Management System (MCAIMS) User's Manual
7. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (6) Req By (SSgt)

TASK: 9806.01.03 DEVELOP TEST ITEMS

CONDITION(S): With the aid of references and given a learning objective.

STANDARD(S): Per the Sat Guide.

PERFORMANCE STEPS:

1. Select a type of test item that will correspond with the components of the learning objective.
2. Ensure the behavior to be evaluated matches the behavior stated in the learning objective.
3. Ensure the condition under which the student is to be evaluated matches the condition stated in the learning objective.
4. Ensure the standard to which the student is to be held accountable matches the standard stated in the learning objective.
5. Document all components of the test item.

REFERENCE(S) :

1. Air Force Manual (AFMAN) 36-2234: Instructional System Development
2. Department of Defense (DoD) Military Handbook 1379-2: Instructional Systems Development/Systems Approach to Training and Education
3. Marine Corps Automated Instructional Management System (MCAIMS) User's Manual
4. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (6) Req By (SSgt)

TASK: 9806.01.04 DETERMINE INSTRUCTIONAL METHODS

CONDITION(S): With the aid of references and given a target population description and learning objectives.

STANDARD(S): Per the SAT Guide.

PERFORMANCE STEPS:

1. Review the target population description.
2. Review the learning objective(s).
3. Consider level of learning and interactivity.
4. Determine resource availability.
5. Review factors and constraints of instructional methods and prioritize.
6. Select most appropriate instructional method(s).
7. Record results.

REFERENCE(S) :

1. Air Force Manual (AFMAN) 36-2234: Instructional System Development
2. Air Force Manual (AFMAN) 36-2236: Handbook for Air Force Instructors
3. Department of Defense (DoD) Military Handbook 1379-2: Instructional Systems Development/Systems Approach to Training and Education
4. Marine Corps Automated Instructional Management System (MCAIMS) User's Manual
5. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (6) Req By (SSgt)

TASK: 9806.01.05 DETERMINE INSTRUCTIONAL MEDIA

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CONDITION(S): With the aid of references and given a Target Population Description (TPD) and learning objective(s).

STANDARD(S): Per the SAT Guide.

PERFORMANCE STEPS:

1. Review the target population description.
2. Review the learning objective(s).
3. Consider the levels of learning and interactivity.
4. Determine resource availability.
5. Review advantages/disadvantages of each instructional medium, to include student handouts, and prioritize.
6. Select most appropriate instructional media.
7. Record results.

REFERENCE(S):

1. Air Force Manual (AFMAN) 36-2234: Instructional System Development
2. Air Force Manual (AFMAN) 36-2236: Handbook for Air Force Instructors
3. Department of Defense (DoD) Military Handbook 1379-2: Instructional Systems Development/Systems Approach to Training and Education
4. Marine Corps Automated Instructional Management System (MCAIMS) User's Manual
5. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (6) Req By (SSgt)

TASK: 9806.01.06 SEQUENCE LEARNING OBJECTIVES

CONDITION(S): With the aid of references and given completed learning objectives.

STANDARD(S): Per the SAT Guide.

PERFORMANCE STEPS:

1. Group learning objectives based on shared elements (i.e. resources, location, etc.).
2. Determine if the relationship among the learning objectives is dependent, supportive, independent, or conflicting.
3. Sequence learning objectives according to the relationships.

REFERENCE(S):

1. Air Force Manual (AFMAN) 36-2234: Instructional System Development

Appendix A to
ENCLOSURE (6)

2. Department of Defense (DoD) Military Handbook 1379-2: Instructional Systems Development/Systems Approach to Training and Education

3. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (6) Req By (SSgt)

DUTY AREA 02 - DEVELOP INSTRUCTION

TASK: 9806.02.01 DEVELOP COURSE STRUCTURE

CONDITION(S): With the aid of references and given completed learning objectives.

STANDARD(S): Per the SAT Guide.

PERFORMANCE STEPS:

1. Group sequenced learning objectives into periods of instruction.
2. Assign lesson designator to each period of instruction.
3. Assign a title to each lesson that reflects the lesson content.
4. Estimate instructional hours based on methods of instruction employed.

REFERENCE(S):

1. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (12) Req By (SSgt)

TASK: 9806.02.02 CONSTRUCT A TEST

CONDITION(S): Given test items.

STANDARD(S): Per the SAT Guide.

PERFORMANCE STEPS:

1. Determine learning objectives to be evaluated.
2. Select appropriate test items.
3. Group test items according to type.
4. Determine testing instructions for test administrator.
5. Determine testing instructions for students.
6. Assemble tests/performance checklists.
7. Determine grading criteria for each test item.
8. Prepare scoring templates/answer keys.

REFERENCE(S):

1. Air Force Manual (AFMAN) 36-2236: Handbook for Air Force Instructors
2. Department of Defense (DoD) Military Handbook 1379-2: Instructional Systems Development/Systems Approach to Training and Education
3. Naval Education and Training Command: Task Based Curriculum Development Manual (NAVEDTRA 130A)

4. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (12) Req By (SSgt)

TASK: 9806.02.03 DEVELOP A CONCEPT CARD

CONDITION(S): Given a course structure and learning objectives.

STANDARD(S): Per the SAT Guide and MCAIMS Users Manual.

PERFORMANCE STEPS:

1. Determine and assign Program of Instruction (POI) annex.
2. Record lesson designator/lesson ID and title.
3. Record the learning objectives or lesson purpose statement for the lesson.
4. Review methods and media for relevance to lesson and revise as required.
5. Record hours and student-to-instructor ratio associated with each method of instruction.
6. Assign ammunition allocation to learning objectives, as appropriate.
7. Review references for relevance to lesson and revise as required.
8. Record notes as desired.

REFERENCE(S):

1. Marine Corps Automated Instructional Management System (MCAIMS) User's Manual
2. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (12) Req By (SSgt)

TASK: 9806.02.04 DEVELOP A LESSON PLAN

CONDITION(S): With the aid of references and given a Concept Card.

STANDARD(S): Per the SAT Guide.

PERFORMANCE STEPS:

1. Secure resources.
2. Write the administrative information.
3. Write the introduction.
4. Write the body.
5. Write the conclusion.

REFERENCE(S) :

1. Department of Defense (DoD) Military Handbook 1379-2: Instructional Systems Development/Systems Approach to Training and Education
2. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (12) Req By (SSgt)

TASK: 9806.02.05 DEVELOP INSTRUCTIONAL MEDIA

CONDITION(S): With the aid of references and given a concept card.

STANDARD(S): Per the SAT Guide.

PERFORMANCE STEPS:

1. Review Concept Card and Learning Objective Worksheet (LOW) to determine media and method.
2. Review lesson plan to assess if media is consistent with content.
3. Review general guidelines of effective media.
4. Review specific characteristics and activities for the type of media selected to ensure they are most appropriate for the instructional setting.
5. Apply these characteristics to produce all instructional media.

REFERENCE(S) :

1. Air Force Manual (AFMAN) 36-2234: Instructional System Development
2. Department of Defense (DoD) Military Handbook 1379-2: Instructional Systems Development/Systems Approach to Training and Education
3. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (12) Req By (SSgt)

TASK: 9806.02.06 VALIDATE INSTRUCTION

CONDITION(S): With the aid of references and given instructional materials.

STANDARD(S): Per the SAT Guide.

PERFORMANCE STEPS:

1. Select validation methods.
2. Schedule validation.
3. Determine data collection instrument.
4. Collect data using selected validation method.
5. Interpret and record validation results.

6. Report validation results to appropriate authority.
7. Make appropriate changes based on the results.

REFERENCE(S) :

1. Air Force Manual (AFMAN) 36-2234: Instructional System Development
2. Department of Defense (DoD) Military Handbook 1379-2: Instructional Systems Development/Systems Approach to Training and Education
3. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (12) Req By (SSgt)

TASK: 9806.02.07 PRODUCE REQUIRED COURSE DOCUMENTATION

CONDITION(S): With the aid of references.

STANDARD(S): Per the SAT Guide and MCAIMS User's Manual.

PERFORMANCE STEPS:

1. Determine required course documentation.
2. Gather required elements of information.
3. Collate information into required format.
4. Submit to requesting authority as required.
5. Revise as necessary.

REFERENCE(S) :

1. Marine Corps Automated Instructional Management System (MCAIMS) User's Manual
2. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (12) Req By (SSgt)

DUTY AREA 03 - IMPLEMENT INSTRUCTION

TASK: 9806.03.01 PREPARE FOR INSTRUCTION

CONDITION(S): With the aid of references and given instructional materials and the requirement to present a lesson.

STANDARD(S): Per the SAT Guide.

PERFORMANCE STEPS:

1. Review lesson plan, media, student materials, and tests as required.
2. Rehearse the lesson.
3. Prepare instructional environment (i.e., ensure appropriate equipment, facilities, human resources, funds, time, materials, and supplies are allocated and available).

REFERENCE(S) :

1. Air Force Manual (AFMAN) 36-2236: Handbook for Air Force Instructors
2. Department of Defense (DoD) Military Handbook 1379-2: Instructional Systems Development/Systems Approach to Training and Education
3. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (6) Req By (Cpl)

TASK: 9806.03.02 CONDUCT A LESSON

CONDITION(S): With the aid of references and given instructional materials, a time, place, students, and a time limit.

STANDARD(S): Per the SAT Guide.

PERFORMANCE STEPS:

1. Introduce the lesson.
2. Present the body of the lesson (to include appropriate media).
3. Employ classroom management techniques.
4. Provide summary and closure.

REFERENCE(S) :

1. Air Force Manual (AFMAN) 36-2236: Handbook for Air Force Instructors
2. Department of Defense (DoD) Military Handbook 1379-2: Instructional Systems Development/Systems Approach to Training and Education
3. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (6) Req By (Cpl)

TASK: 9806.03.03 ADMINISTER TESTS

CONDITION(S): Given the requirement to evaluate the student's learning.

STANDARD(S): Per the SAT Guide.

PERFORMANCE STEPS:

1. Gather test materials.
2. Prepare the environment.
3. Provide opportunity for questions.
4. Clarify directions.
5. Conduct testing.
6. Score/grade test.

REFERENCE(S):

1. Air Force Manual (AFMAN) 36-2236: Handbook for Air Force Instructors
2. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (6) Req By (Cpl)

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DUTY AREA 04 - EVALUATE INSTRUCTION

TASK: 9806.04.01 CONDUCT COURSE EVALUATION

CONDITION(S): With the aid of references and given ITSs, course materials/documentation and geographic locations of course graduates.

STANDARD(S): Per the SAT Guide.

PERFORMANCE STEPS:

1. Determine course or courses to be evaluated.
2. Review formal school/training center documentation.
3. Determine focus of evaluation.
4. Determine who will be sampled for evaluation.
5. Determine evaluation instruments or method.
6. Identify and brief evaluators.
7. Collect data.

REFERENCE(S):

1. Air Force Manual (AFMAN) 36-2234: Instructional System Development
2. Department of Defense (DoD) Military Handbook 1379-2: Instructional Systems Development/Systems Approach to Training and Education
3. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (12) Req By (SSgt)

TASK: 9806.04.02 ANALYZE EVALUATION DATA

CONDITION(S): With the aid of references and given evaluation data.

STANDARD(S): Per the SAT Guide.

PERFORMANCE STEPS:

1. Compile data.
2. Establish categories for data comparison.
3. Quantify evaluation data.
4. Interpret data.
5. Summarize data.

REFERENCE(S):

1. Air Force Manual (AFMAN) 36-2236: Handbook for Air Force Instructors

Appendix A to
ENCLOSURE (6)

2. Department of Defense (DoD) Military Handbook 1379-2: Instructional Systems Development/Systems Approach to Training and Education

3. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Standard) Sustainment (12) Req By (SSgt)

TASK: 9806.04.03 CONDUCT COURSE CONTENT REVIEW BOARD (CCRB)

CONDITION(S): Given a requirement to conduct a Course Content Review Board.

STANDARD(S): Per the SAT Guide.

PERFORMANCE STEPS:

1. Determine CCRB members.
2. Prepare for CCRB.
3. Facilitate discussion of agenda items.
4. Ensure completion and submission of Record of Proceedings (ROP).

REFERENCE(S):

1. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Preliminary) Sustainment (12) Req By (SSgt)

DUTY AREA 05 - MANAGE INSTRUCTION

TASK: 9806.05.01 IMPLEMENT A STAFF/FACULTY DEVELOPMENT PLAN

CONDITION(S): With the aid of references and in a formal school environment.

STANDARD(S): To support school requirements.

PERFORMANCE STEPS:

1. Identify elements of a staff development plan.
2. Address staff performance potential and evaluation.
3. Develop plan for individual faculty members.
4. Implement plan for individual faculty members.
5. Implement sustainment training.

REFERENCE(S):

1. "Mastering the Delivery of Training" by Bob Powers, Jossey-Bass Inc., 1992
2. Naval Education and Training Command: Navy School Management Manual (NAVEDTRA 135)

INITIAL TRAINING SETTING: Formal School (Preliminary) Sustainment (12) Req By (GySgt)

TASK: 9806.05.02 EMPLOY TRAINING MANAGEMENT SYSTEMS

CONDITION(S): With the aid of references.

STANDARD(S): To support school requirements.

PERFORMANCE STEPS:

1. Identify training management systems required for the school.
2. Ensure training is available on each management system.
3. Integrate systems within the school as required to support mission requirements.

REFERENCE(S):

1. By-Name Assignment (BNA) Manual
2. Marine Corps Automated Instructional Management System (MCAIMS) User's Manual
3. Training Input Plan (TIP)

INITIAL TRAINING SETTING: Formal School (Preliminary) Sustainment (12) Req By (GySgt)

TASK: 9806.05.03 IMPLEMENT THE SYSTEMS APPROACH TO TRAINING (SAT)

CONDITION(S): With the aid of references.

STANDARD(S): Per the SAT Guide.

PERFORMANCE STEPS:

1. Gain familiarization with the SAT process and the documentation essential to it.
2. Provide leadership, management, and resource support.
3. Ensure compliance with pertinent orders.
4. Ensure SAT results are incorporated to improve courses.

REFERENCE(S):

1. Department of Defense (DoD) Military Handbook 1379-2: Instructional Systems Development/Systems Approach to Training and Education
2. Systems Approach to Training (SAT) Guide

INITIAL TRAINING SETTING: Formal School (Preliminary) Sustainment (12) Req By (GySgt)